



# Missouri First-Year Educator Surveys 2023 Executive Summary

Each spring since 2007, the Department of Elementary and Secondary Education (DESE) has surveyed first-year teachers in Missouri public schools and their supervisors.\* Together, the two surveys form a statewide data collection effort known collectively as the First-Year Teacher Survey. Similar surveys aimed at first-year principals and school counselors began in 2009 and 2017, respectively.

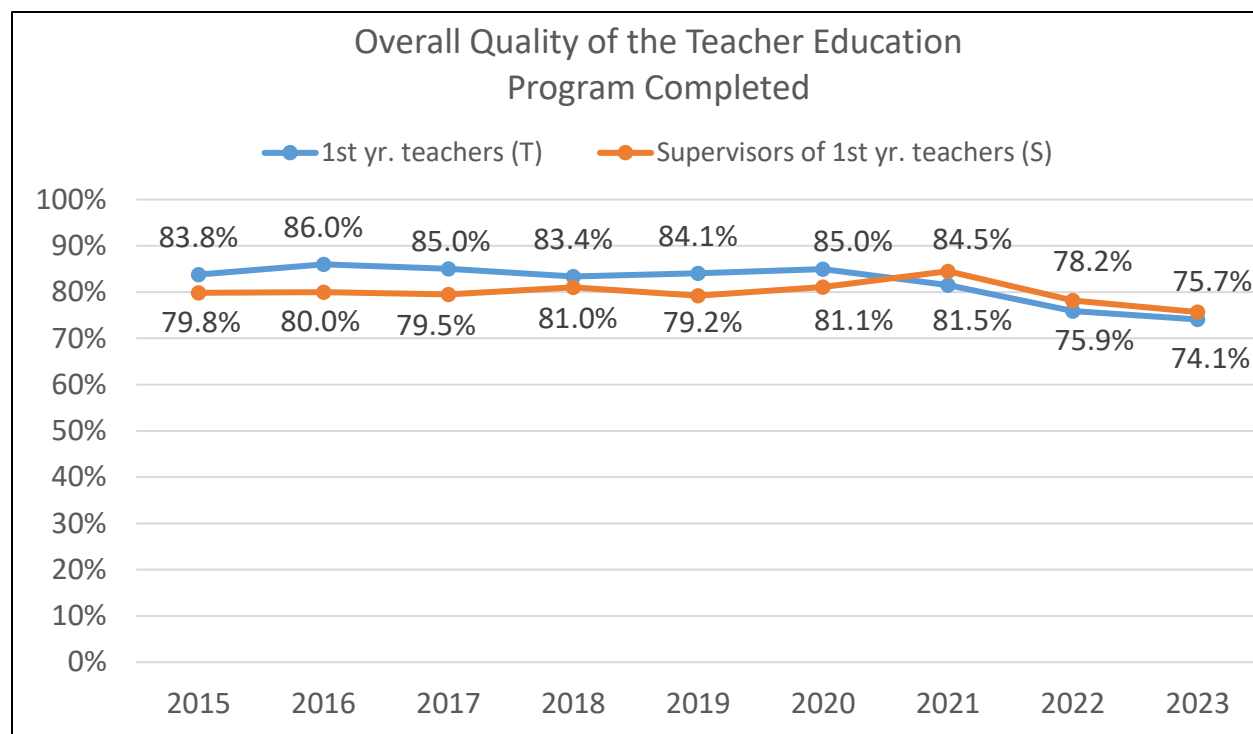
This document provides an overview of the data collected during the spring of 2023. Detailed results can be found at the Institute for Public Policy's *Missouri's First Year Educator Survey* site (<https://apps.chp.missouri.edu/firstyear/Default.aspx>). DESE's Office of Educator Quality also charts the results in PowerPoint presentations available on its page dedicated to the surveys (<https://dese.mo.gov/educator-preparation-first-year-educator-survey-information>).

Readers should be aware of some limitations on these data. Surveys are sent to all educators identified by the DESE Core Data/MoSIS System as being in their first year of a particular position. These data include responses from long-term substitutes and educators with provisional certificates who are just beginning their preparation but are also in their first year. Since the purpose of these surveys is to assist DESE in evaluating the quality of *preparation*, the department is working to generate reports based only on educators who have completed a preparation program.

---

\* The University of Missouri's Institute of Public Policy (IPP) is responsible for distributing the surveys and providing the data from them to DESE and the public.

## First-Year Teacher



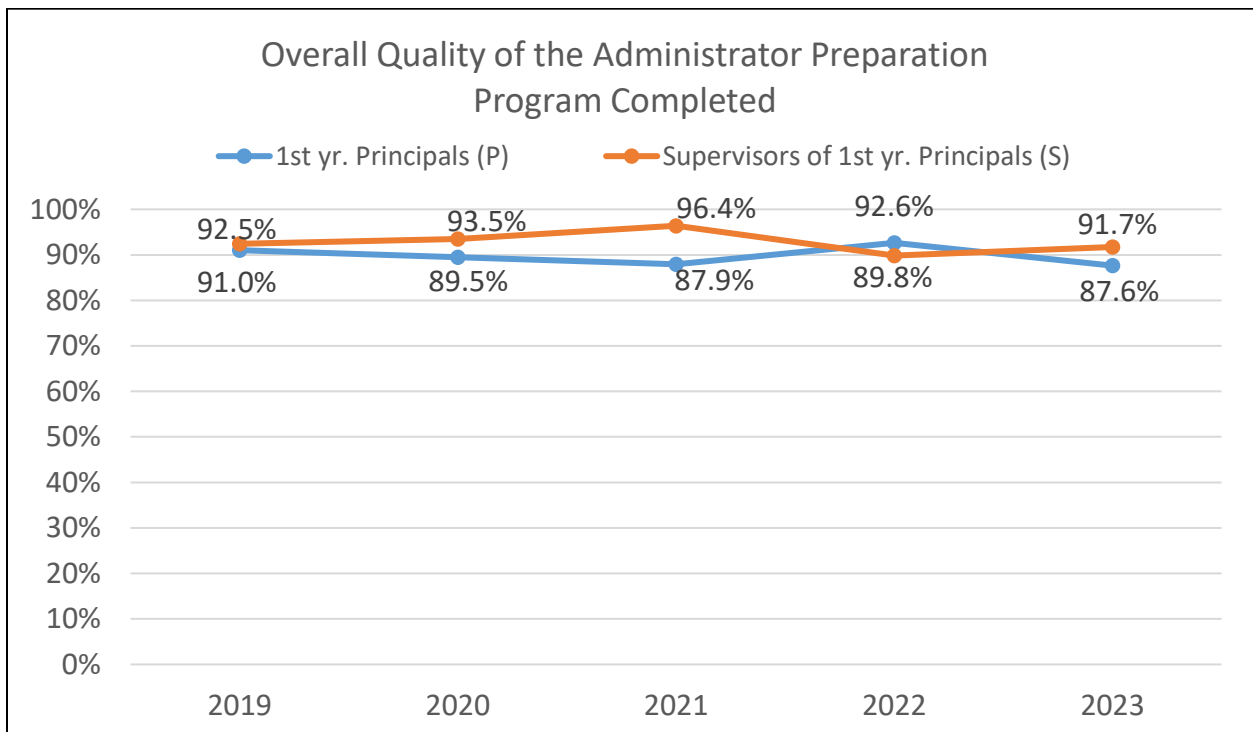
The First-Year Teacher and First-Year Teacher's Principal Surveys each have 37 questions directly aligned with the nine [Missouri Teacher Standards](#), as well as two additional questions about preparation to use technology and overall preparation. The response rate declined in 2023, with 65.8 % of teachers responding instead of 68% in 2022. The response rate for first-year teachers' principals was 72.2%, up from 71% in 2022. Below are some highlights.

- The vast majority of principals (75.7%) and teachers (74.1%) indicated that the preparation provided by the relevant teacher preparation program was "Good" or "Very Good".<sup>†</sup>
- Although public criticism of teachers frequently focuses on the notion that teachers do not know the content they are trying to teach, 84.2% of principals and 80% of teachers expressed confidence in the preparation that the teacher had received in the content area (Standard 1: Content Knowledge). Both principals (81.8%) and teachers (81.6%) also felt confident in the preparation to deliver lessons based on curriculum standards.
- Both groups agreed that the teachers had been prepared to foster positive student relationships. 85.3% of teachers that responded felt prepared to create a classroom environment that encourages student learning (Standard 5: Positive Classroom Environment).
- Teachers and their supervisors agreed that addressing the needs of exceptional children (Standard 2: Student Learning, Growth, and Development) is an area in need of attention. Both groups indicated that first-year teachers lack confidence in addressing the needs of English Language Learners, Gifted students, and students with IEPs.

<sup>†</sup> In this document, responses of "Good" and "Very Good" have been combined to report an overall positive response rate. For example, if 25% of respondents answered "Good" and another 35% answered "Very Good", then the overall positive response is reported as 60%.

- Both teachers and their supervisors suggested that “managing a variety of classroom issues” is an area in which preparation might be strengthened. Interestingly, items related to generally creating a positive classroom environment scored relatively strongly, but both groups indicated that teachers were less prepared to address specific behaviors and challenges. All of these items fall under Standard 5.
- Although neither group scored a specific item related to assessment especially low, both indicated that the standard (Standard 7: Student Assessment and Data Analysis), generally, was an area for improvement.
- Although teacher answers suggested a lack of confidence in working with parents, overall, both groups indicated that preparation had supported the development of strong communication and collaboration skills (Standards 6: Effective Communication and 9: Professional Collaboration).

#### First-Year Principal



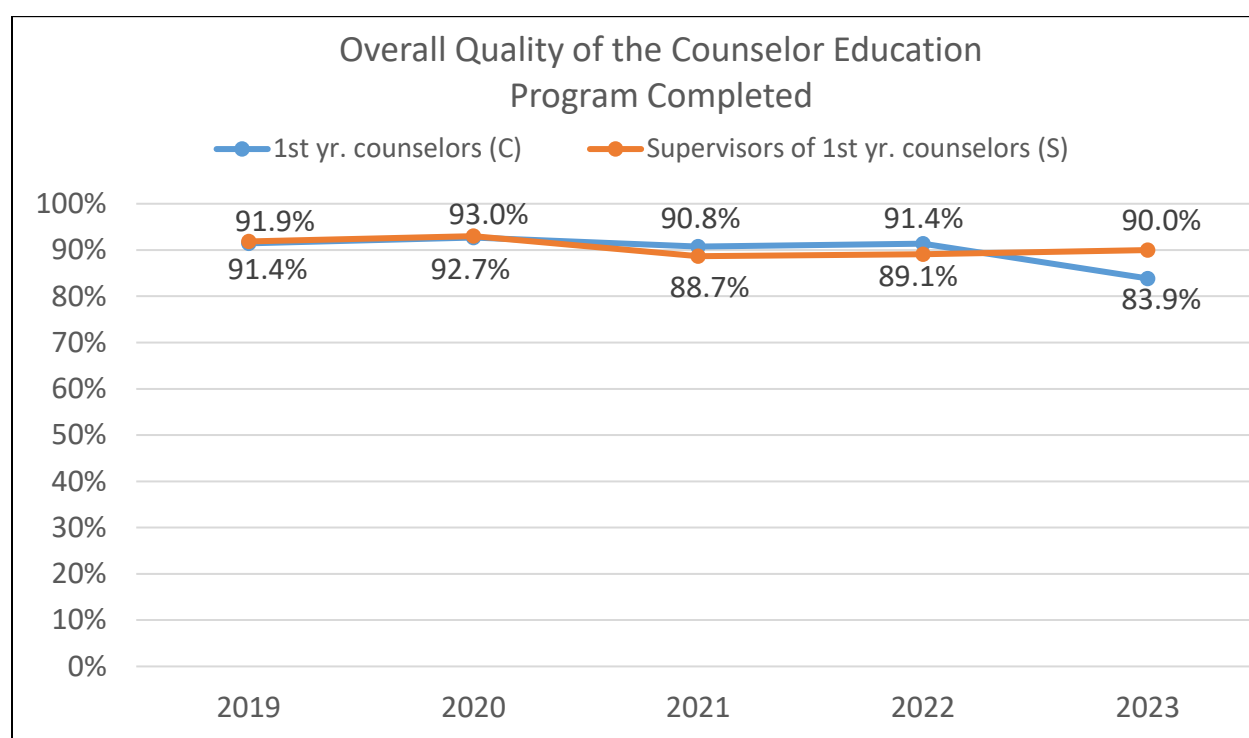
The First-Year Principal and First-Year Principal’s Supervisors Surveys each have 22 questions directly aligned with five domains of the “Aspiring” level of the [Missouri Leadership Development System Competencies](#), as well as an additional question about overall preparation. The response rate for first-year principals decreased in 2023, with 75.8% of them responding compared to the 79.1% who responded in 2022. The response rate for first-year principals’ supervisors was 79.6%, up from 75.8 % in 2022. Below are some highlights.

- The majority of principals (87.6%) and their supervisors (91%) indicated that the preparation provided by the relevant education program was “Good” or “Very Good”. Additionally, there

were only four items—both from the principal survey—on which fewer than 80% of respondents indicated that preparation was positive.

- Both principals and their supervisors reported strong preparation to establish a culture that nurtures positive relationships, both rating the indicator at 92% or higher. This falls under Domain 4 (Relational Leader), which was identified by first year principals as the area they felt best prepared.
- First-year principals and their supervisors identified Domain 2 (Instructional Leader) as the domain for which they felt least prepared, particularly regarding effective evaluation processes and working with personnel to develop professional growth plans.

### First-Year Counselor



The First-Year Counselor and First-Year Counselor’s Supervisor Surveys each have 23 questions directly aligned with five standards of the [Missouri School Counselor Standards](#), as well as an additional question about overall preparation. The response rate for first-year counselors slightly declined in 2023, with 67.2% of them responding compared to the 68% who responded in 2022. The response rate for first-year counselors’ supervisors was 72.5%, down from 75% in 2022. Below are some highlights.

- The vast majority of counselors (83.9%) and their supervisors (90%) indicated that the preparation provided by the relevant education program was “Good” or “Very Good”.
- Counselors feel very positive about their preparation around Standard 3 (Professional Relationships), with three of the six highest-rated indicators coming from that standard.
- Counselors indicated the greatest concern regarding their preparation to meet Standard 2 (Program Implementation). Four of the seven lowest-scoring indicators were associated with this standard with 60% feeling prepared to implement knowledge and understanding

of the structural components of the district's comprehensive school counseling program. While the ratings of the supervisors were not as low in this area, it was agreed by both groups as the area that needs more preparation.

- The counselors' supervisors indicated that Standard 1 (Student Development) was a particular strength, with their three highest indicators coming from that standard.

*Questions about this document, specifically, or the surveys, generally should be sent to [eqprep@dese.mo.gov](mailto:eqprep@dese.mo.gov).*